

# BTEC Level 3 National Extended Certificate (360 GLH) in Applied Human Biology: timetabling and sample two-year delivery plan

## Audience

This document is aimed at supporting teachers and those delivering BTEC National Extended Certificate in Applied Human Biology for first teaching from 2018.

## Introduction

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC Extended Certificate in Applied Human Biology could be delivered over two years, highlighting assessment milestones and indicating where you can teach units holistically.

## Key sections

The document focuses on key dates to plan around and an example of how an extended certificate can be structured, set out in the three sections below:

### Section 1: Guide to key dates

A chart setting out the key activities and requirements for course delivery, alongside dates and links to further information.

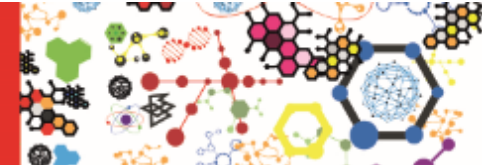
### Section 2: Sample two-year plan – delivery chart

A chart setting out the key deliverables against chosen units for years one and two.

### Section 3: Sample two-year plan – detailed rationale

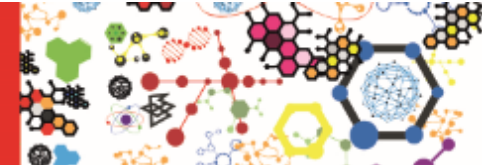
An in-depth rationale and explanation as to how the suggested plan was structured.

Further support can be found within the relevant specification on our website <https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-human-biology.html>



Below is an overview of how wider support also links to this document:

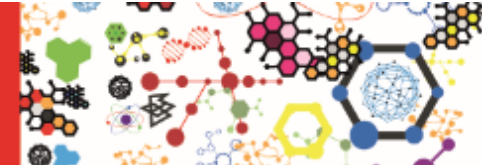
<b>Support</b>	<b>Purpose</b>
Delivery Guides	A companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and Sample Assessment Materials (SAMs). The Delivery Guides contain ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of these guides is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.
Authorised Assignment Briefs	Provide scenarios and assessment tasks for each unit, to be used either as they are set out, or amended to suit the needs of the centre.
Schemes of Work	Demonstrate how the unit content can be covered in the GLH while providing lesson ideas and highlighting links to other units to help you plan your teaching.
Sample Assessment Materials	Examples of how an externally assessed unit may be presented, with an accompanying mark scheme. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take. These cover both exams and tasks.



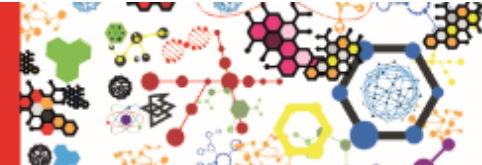
## Section 1: Guide to key dates

The chart below sets out the key activities and requirements for course delivery, alongside dates and links to further information.

Date	Action	Description	Resource/reference
August–October	OSCA (Online Support for Centre Assessors)	Centres need to register a Lead Internal Verifier (LIV) for each principle BTEC Subject Area. The LIV must download the OSCA materials and use them to standardise the assessment and delivery team for the programme.	Edexcel Online. Your Exams Officer can provide a LogIn.
August/September	Assessment plan(s)	An assessment plan(s) must be in place to demonstrate that sufficient time is available to deliver and assess all the required units for the whole programme in a timely manner. More than one plan may be required if there are different groups working at different speeds.	Assessment plans are available <a href="#">here</a>
August/September	Assignment briefs	Assignment briefs should be internally verified to ensure they are fit for purpose and the equipment, resources and staff expertise will be available.	
September	Learner induction	A short period of induction is strongly recommended to ensure learners are familiar with the programme and its requirements. Plagiarism, referencing, time management skills, importance of meeting deadlines and centre policies should be covered.	
October	Register your learners	Learner registrations need to be made by 31 <sup>st</sup> October. This will trigger the allocation of a Standards Verifier and support for your centre.	Edexcel Online
October/November	External assessment entries	External assessment entries for January sitting – Unit 1 and 3, from 2020 only.	



December-February	Allocation of Standards Verifier	The Standards Verifier should cover QCF, NQF and RQF programmes. They will need to see the assessment plan(s) and will agree a sampling schedule with the centre. They are available to provide support and guidance.	The details of the Standards Verifier will be emailed to the Quality Nominee at the centre. Please ensure the Quality Nominee details registered with Pearson are accurate.
January	External assessment	January sitting – post 2019 only.	ICEA document is available <a href="#">here</a>
February	External assessment entries	Units 1 and 3 external assessment entries for May/June series.	Edexcel Online
Mid May-30 <sup>th</sup> May	Internally assessed unit completed	Internally assessed unit(s) needs to have been sampled and reported by 30 <sup>th</sup> May.	A guide to Standards Verification and sitting of Units 1 and 3 is available <a href="#">here</a>
May/June	Units 1 and 3	Units 1 and 3 External assessment – summer sitting.	
30 <sup>th</sup> June	Second sampling completed	Second sampling of internally assessed units that were not released for certification must be complete.	
5 <sup>th</sup> July	Certification claims made	The final date for certification claims to be made via Edexcel online.	



## Section 2: Sample two-year plan – delivery chart

This plan is intended to be used as guidance.

### Key

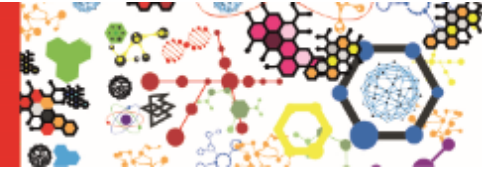
R = Revision for external assessment

EXT = External assessment

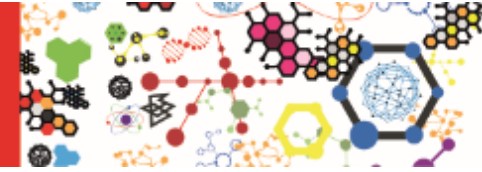
SA = Summative assessment

LA = Learning aim

YEAR 1					Term 1												
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Principles of Applied Human Biology	90	3	External													
2	Practical Microbiology and Infectious Diseases	90	3.5	Internal													

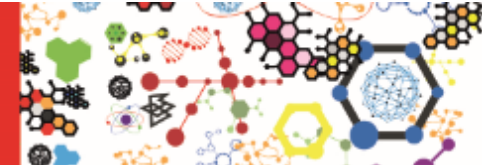


YEAR 1					Term 2											
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25
1	Principles of Applied Human Biology	90	3	External												
2	Practical Microbiology and Infectious Diseases	90	3.5	Internal		SA LA A LA B							SA LA C			
YEAR 1					Term 3											
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	26	27	28	29	30	31	32	33	34	35	36	
1	Principles of Applied Human Biology	90	3	External		R	R	R	R	EXT	EXT					
2	Practical Microbiology and Infectious Diseases	90	3.5	Internal			SA LA D									
3	Human Biology and Health Issues	120	4.5	External				START UNIT 3								



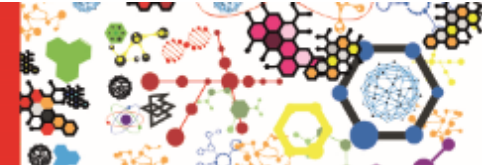
YEAR 2					Term 1												
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Principles of Applied Human Biology	90	3	External	COMPLETED IN YEAR 1 – POSSIBLE RESIT OPPORTUNITY IN JANUARY											R	R
3	Human Biology and Health Issues	120	4.5	External													
4	Functional Physiology	60	2	Internal												SA LA A	

YEAR 2					Term 2											
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25
1	Principles of Applied Human Biology	90	3	External	R	EXT	EXT									
3	Human Biology and Health Issues	120	4.5	External	R	EXT	EXT	RESIT OPPORTUNITY IN JUNE								
4	Functional Physiology	60	2	Internal					SA LA B							



YEAR 2					Term 3										
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	26	27	28	29	30	31	32	33	34	35	36
1	Principles of Applied Human Biology	90	3	External	RESIT OPPORTUNITY IF NOT USED IN JANUARY			R	R	EXT	EXT				
3	Human Biology and Health Issues	120	4.5	External	R	R	R	R	R	EXT	EXT				
4	Functional Physiology	60	2	Internal	SA LA C										





## Section 3: Sample two-year plan – detailed rationale

### Overview

This is a suggested plan for the **BTEC National Extended Certificate** in Applied Human Biology. The plan is structured to allow for learners to complete the 360 GLH Extended Certificate in two years. The plan will allow learners to complete the National Certificate (180 GLH) in one year and continue to the National Extended Certificate (360 GLH) in year 2.

### Involving employers in the assessment/delivery

There is no mandatory requirement for a work experience placement within the qualification. Access to local employers through site visits, guest speakers or case studies will help learners understand the unit content in vocational settings.

### Which units are externally assessed?

There are two externally assessed mandatory Units (1 and 3) for this qualification.

**Unit 1** is a traditional exam. **Unit 3** is a task. They will both first be available in May/June 2019. Both units will then be available in January 2020 and May/June 2020 and in each subsequent year. Dates will be timetabled by Pearson.

### Internal mandatory units

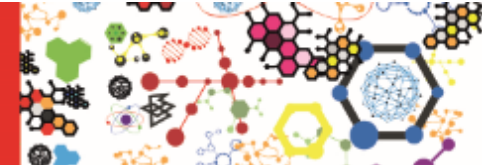
Unit 2 is the only mandatory internally assessed unit for the programme. This means that you set and assess the assignments that provide the final summative assessment of each internal unit, using the Authorised Assignment Briefs and support that Pearson provides. (Learners will choose one internally assessed optional unit.)

You will need to prepare to assess using the guidance in Section 6 of the specification. In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills.

Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate equipment.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. One resubmission is allowed and it must be authorised by the Lead Internal Verifier, in accordance with resubmission rules.



## Suggestions for which units to teach in year 1

The suggested delivery plan shows the two mandatory units (1 and 2) being delivered in the first year of the programme. This would allow any learner who is unable to continue into year 2 to claim the National Certificate, providing they have successfully completed Units 1 and 2.

It is important that learners are fully prepared for the assessments with appropriate revision time being made available before the external examinations. It is strongly recommended that external assessment is not attempted until learners have had sufficient opportunity to cover all the content of the unit(s) being assessed.

Learners can have one resit opportunity for externally assessed units. Entry to the Unit 1 examination in June of year 1 would allow a resit opportunity, if required, in either January **or** June of year 2. The plan indicates how either option could be accommodated.

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief, importance of command words, how to work to meet deadlines, consequences of not meeting deadlines, how to reference work and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

Pearson has provided a set of *Skills for Learning and Work* activity sheets you may wish to use during induction.

**NB** internally assessed units can only be sampled when all learners have completed the unit, resubmissions have occurred and been assessed and internally verified. All units must be available for first sampling and reporting to have occurred by **30<sup>th</sup> May** in the year of certification. It is strongly recommended that the internally assessed unit is sampled in year 1. If national standards have been met, all stakeholders will be reassured. Should the internally assessed unit not meet national standards, the standards verification report will provide support and guidance to ensure second sampling can be successful in year 2 of the programme.

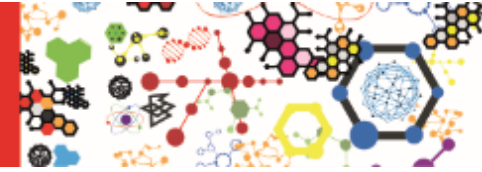
Once assessment and standards verification has been completed in year 1, the delivery plan indicates that the remaining time can be used to start delivering Unit 3. This will allow learners to attempt the external assessment in January of year 2 and allow a resit opportunity in June, should it be required.

## Suggestions for which units to teach in year 2

Two of the three mandatory units have been delivered in year 1, leaving one externally assessed mandatory unit and one optional unit to be delivered in year 2. Centres can choose the optional unit most appropriate to their circumstances. The five available optional units should meet the needs and interest of the learners while providing insight into specialisms within subject areas.

Unit 4 Functional Physiology has been selected in this plan as it provides an insight into the physiology of four main body systems.

Unit 6: Genetics and Genetic Engineering is the same as Unit 11 in the Applied Science programme. Unit 7: Biomedical Science is the same as Unit 20 in the Applied Science programme. This could allow collaborative teaching of learners on the two programmes.



As indicated above, delivery of Unit 3 can start at the end of year 1, allowing learners to attempt the external assessment in January of year 2 with the opportunity for a resit in June.

Centres could defer assessment of unit 3 until June but must be aware that this would mean there would be no resit opportunity in that academic year. Unit 3 is synoptic and requires learners to be able to select and apply learning from across Units 1 and 2. It is therefore recommended that learners are encouraged to develop their research skills into the scientific reporting of health issues and initiatives in Units 1 and 2 as part of delivery in year 1.

The plan indicates that the optional internally assessed unit will be started in September of year 2. If Unit 3 is attempted in January of year 2, delivery of the optional unit can occur in time in term 2 that might otherwise have been used for delivery of Unit 3.

**NB** internally assessed units can only be sampled when all learners have completed the unit, resubmissions have occurred and been assessed and internally verified. All units must be available for first sampling and reporting to have occurred by **30<sup>th</sup> May** in the year of certification.